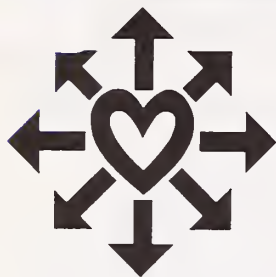


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The  
Volunteer  
Dimension  
in  
EFNEP

# Evaluating the Volunteer Program

## LESSON 6

### PURPOSES OF THE LESSON

This lesson is designed to help the professional EFNEP staff evaluate the EFNEP volunteer program, and to provide tools for measuring the progress of volunteers. It will help them see how well they have identified, recruited, and trained volunteers.

### USING EVALUATION INFORMATION

Information obtained in the evaluation process may be used by the EFNEP staff and the volunteer to—

- Identify the amount and type of training needed for volunteers
- Judge the volunteers' potential for new roles on the leadership ladder
- Acquaint volunteers with their individual progress and deficiencies—useful in supervision and guidance
- Determine how well the volunteer is reaching EFNEP objectives
- Provide information on the success of EFNEP.

**Evaluation of the EFNEP volunteer program** should be a cooperative effort. the EFNEP professional staff, the supervisor of volunteers, the volunteers being evaluated, and clientele with whom the volunteer works should all be involved.

Evaluation should be a continuing process. It can indicate the amount and kind of volunteer contribution, and the results.

Evaluation should include assessment of leadership development and progress of randomly selected volunteers, and their clientele.

Periodically assess the results of the total EFNEP volunteer dimension and its impact on the program and the community.

Use the objectives of EFNEP as criteria for judging the quality and effectiveness of the volunteer training and development program.

**Evaluating the Leadership Growth** of each volunteer requires a planned effort by both the professional staff and the volunteer.

You can use formal or informal methods to evaluate the volunteer's leadership performance and the results with clientele.

Ask volunteers—

- "How are you doing on the job?"
- "Are you helping accomplish the EFNEP objectives?"
- "Did the training you received help you?"
- "Are you reaching EFNEP goals?"

When the volunteers began their service with EFNEP, what was their level of leadership (low, medium, or high)?

### Criteria for Evaluating Volunteer's Progress

Look for these signs of progress in the volunteer—

- Increased confidence and ability to work independently
- Improved understanding of EFNEP job
- Improved appearance
- Greater knowledge of subject matter
- More positive attitude toward the importance of the EFNEP job.

Other evidences of volunteer growth are—

- Reaching a larger number of clientele
- Assuming more difficult responsibilities

- Making progress toward EFNEP goals
- Interacting more during planning sessions
- Involving more clientele in program planning
- Delegating more work to others
- Using a greater variety of teaching techniques
- Increasing ability to communicate.

## **Evaluating Clientele Progress**

Helping volunteers learn to evaluate the progress of their clientele is an essential part of their training. Evaluation also helps in program planning.

Evaluation instruments are designed to assess the attitudes, knowledge, and skills of the clientele participating in the learning experiences provided by the volunteer leaders.

Aides can measure the progress of EFNEP homemakers with the "Progression Model"

explained at the national EFNEP workshop, October 1976. They should do this at least every 6 months.

Evaluation of the progress of EFNEP *youth* could include:

- Comparing the number of participants starting with the number completing.
- Using pre-and post-test. (A good example of these is shown in the evaluation study of the EFNEP youth lessons by ES-USDA. This study was published by North Carolina Extension in January 1976.)

## **Using Interview Forms**

Two of the following forms, for EFNEP youth and their parents, can help you evaluate the progress of both the clientele and the volunteer. The last form allows volunteers to tell you how they feel about their involvement in EFNEP.



## YOUTH PARTICIPANTS INTERVIEW FORM

Name \_\_\_\_\_ Location \_\_\_\_\_

1. Age \_\_\_\_\_ 2. Sex \_\_\_\_\_ 3. Residence \_\_\_\_\_

4. Family size \_\_\_\_\_

5. Does any other member of your family participate in the 4-H EFNEP nutrition program?

\_\_\_\_\_

If yes, who? \_\_\_\_\_

6. How did you hear about the program?

7. Why did you want to participate?

8. What activities have you participated in?

(a) What did you enjoy the most?

(b) What did you like the least?

9. Give some examples of what you learned about nutrition.
10. Can you mention any changes or benefits for yourself since you have been coming to these sessions?
11. Do you notice any changes for your family because of what you have told them about these sessions?
12. Is there anything you would like to see changed about the program?





## INTERVIEW FORM FOR PARENTS OF EFNEP YOUTH

Name \_\_\_\_\_ Location \_\_\_\_\_

1. Number of youth ages 7-19 in family \_\_\_\_\_

2. Number of children in home participating in 4-H EFNEP \_\_\_\_\_

3. What types of 4-H youth activities do your children participate in?

4. What benefits have you seen in your children because they were enrolled in EFNEP?

5. Is there anything you would like to see changed about the nutrition program?



## EVALUATION CHECKLIST FOR VOLUNTEERS

### Recruitment

	YES	NO
Did you hear of EFNEP's need for volunteers through—		
• A program aide?	_____	_____
• A neighbor or friend?	_____	_____
• Radio and TV announcements?	_____	_____
• Other source?	_____	_____

### Interview and Placement

Did you feel you were allowed sufficient time for a thorough interview?	_____	_____
Did the EFNEP recruiter try to discover your particular capabilities, interests and experience, and offer you a job related to these?	_____	_____
Did you have a good job description?	_____	_____
Did you understand—		
• What to do?	_____	_____
• When, where, and to whom to report?	_____	_____
• How many hours you were to work?	_____	_____
• What additional training was required?	_____	_____
• What equipment was supplied, and what you needed to prepare?	_____	_____
• Was an ending date for your job discussed?	_____	_____
• Did you feel free to say no?	_____	_____

### Orientation and Training

Did you understand why the job you were doing was necessary, and how it fit into the total Extension picture?	_____	_____
Were you properly introduced to staff members and volunteers with whom you would work?	_____	_____



Did you know what was expected of you as to your—	YES	NO
• Performance on the job?	_____	_____
• Appearance?	_____	_____
• Ability to keep information confidential?	_____	_____
• Attitude toward clientele?	_____	_____
Did you receive information concerning meeting places?	_____	_____
Were you introduced to the Extension staff?	_____	_____
Have you had enough materials and literature to help you perform your job?	_____	_____
Did you have on-going training in the skills needed for your job?	_____	_____

## Supervision

Did you know to whom you reported for work?	_____	_____
Where to get help and advice?	_____	_____
Did you know where and when you could find your supervisor?	_____	_____
As a new volunteer, was there always some experienced person available to work with you and show you what to do?	_____	_____
Did you feel free to talk to your supervisor?	_____	_____

## Recognition

Did the EFNEP staff let you know you were needed and wanted?	_____	_____
Did the staff make a point of saying “thank you”—		
• Informally—on a day-to-day basis?	_____	_____
• Formally and publicly—in the presence of fellow workers, staff, clients, family, and friends?	_____	_____

## Comments:

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